

2021 Annual Report to The School Community



School Name: Garfield Primary School (2724)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 04 April 2022 at 10:53 AM by Matthew Moore (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

To be attested by School Council President

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school, an outline of the school's performance over the year and future directions.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them through the implementation of their School Strategic Plan and Annual Implementation Plan.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Achievement

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Engagement

Student attendance at school

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Results are displayed for the latest year and the average of the last four years (where available). As NAPLAN tests were not conducted in 2020, the NAPLAN 4-year average is the average of 2018, 2019 and 2021 data in the 2021 Performance Summary.

Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19, including remote and flexible learning, had a significant impact on normal school operations in 2020 and 2021. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Absence and attendance data during this period may have been influenced by local processes and procedures adopted in response to remote and flexible learning.

Schools should keep this in mind when using this data for planning and evaluation purposes.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The Department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Garfield Primary School is a semi-rural primary school located on the fringe of the South Eastern growth corridor. In 2021 the school had an enrolment of 153 students. The school is composed of three Learning Centres, a multipurpose facility and an Art / LOTE facility. Each learning centre is facilitated by a team of teachers and is based on providing students with an engaging curriculum at their specific level of learning. In 2021 the school had seven full-time and three part-time teaching staff (9.4 FTE), a Business Manager and 3 part-time (2.4 FTE) Education Support Staff. Students at Garfield PS are mostly from the local township in alignment with school zoning regulations, with some students travelling from surrounding areas, including Bunyip, Tynong, Nar Nar Goon and Pakenham.

The school is under the management of a positive, co-operative and supportive School Council and is ably supported by an active Parents' and Friends' Club and will continue to extend the links between the school, parents and the wider community.

Garfield Primary School serves a community of diverse socio-economic backgrounds. Currently Garfield PS has a Student Family Occupation and Education (SFOE) index of 0.4274 which is rated as Medium.

Mission Statement

Garfield Primary School will strive to ensure all students learn the necessary academic, social and emotional skills to become positive members of our community and society.

School wide Expectations

- I am SAFE
- I am RESPECTFUL
- I am a LEARNER

Teaching and Learning

At Garfield Primary School, we are working towards becoming a Professional Learning Community (PLC). Our school is focused on ensuring all students are provided with targeted and supported learning programs that directly meet their individual needs throughout the curriculum. Teachers work in collaborative teams to regularly analyse learning data and reflect on their own teaching practice to ensure students experience a high quality education, every day.

Facilities

Garfield Primary School has undergone major physical changes over the past five years with the demolition of the original school building and the addition of a new school that includes three learning studios, shared spaces and a new administration area. Our school boasts expansive grounds for our students to enjoy, with a country feel due to our beautiful natural environment. Our Visual Arts and LOTE facility has also recently undergone an upgrade, with future enhancements in facilities and resources scheduled for 2022.

Curriculum

Garfield Primary School offers programs from Foundation to Year 6 in covering the Victorian Curriculum. Specialist programs currently consist of Physical Education, LOTE (Japanese) and Visual Arts. Other school programs include an Athletics carnival, a Cross Country carnival, a school camp program, Human Powered Vehicle and swimming. Individual needs are met through the development of Individual Learning Plans (ILPs) for identified students. Literacy Support, Specialist Speech Therapy, and intervention programs are provided to further support our students as required.

Framework for Improving Student Outcomes (FISO)

In 2021, 'Building Practice Excellence' (Excellence in Teaching and Learning) continued as a primary focus, underpinning the school's ongoing goal to improve student achievements in reading, writing and mathematics. There was a focus on using High Impact Teaching Strategies (HITS) to develop a consistent, schoolwide approach to teaching and learning across all classrooms. While the move to Remote and Flexible Learning hindered our ability to put many of our proposed activities into place, professional dialogue and the use of the Learning Specialist to support staff development were modified so that the focus on consistency in teaching and learning remained strong. The emphasis remained on strengthening the school's work in becoming a Professional Learning Community where teachers worked collaboratively through the inquiry cycle to meet the needs of all learners by providing high quality, differentiated learning programs.

'Empowering students and building school pride' (Positive Climate for Learning) through establishing a culture of high expectations of students and teachers around teaching and learning was an additional area of emphasis in 2022. Again, the specific actions of this goal had to be modified to suit remote learning conditions, with professional dialogue focusing on engaging students in their learning remotely. The School Wide Positive Behaviour Support (SWPBS) framework values and matrix of expectations have also been valuable tools in setting and reinforcing the behaviour expectations of learners at Garfield Primary School.

Achievement

Despite the ongoing learning challenges of 2021, students at Garfield Primary School were still able to achieve excellent academic results in English and Mathematics. Our overall results in student outcomes via teacher judgement in English (81.5%) places us below similar schools (83.7%) and the State average (86.2%).

Breaking down the data into sub-strands sees the school above Statewide results in Reading & Viewing (88% compared to 86%), very similar for Speaking & Listening (89% compared to 92%) but well below for Writing (68% compared to 81%).

Our overall results in student outcomes via teacher judgement in Mathematics (84.1%) places us above similar schools (83.2%) but slightly below the State average (84.9%).

Breaking down the data into sub-strands sees the school having very similar results to state-wide results in Measurement & Geometry (82% compared to 85%), similar in Number & Algebra (84% compared to 85%) and slightly above in Statistics & Probability (87% compared to 85%).

NAPLAN resumed in 2021 and the school's student achievement data had mixed results - very good results were achieved in Year 3 and areas for improvement in Year 5. In Year 3 Reading the percentage of students in the top three bands was 91.3% - significantly higher than similar schools (74.2%) and the State average (76.9%). In Year 5 Reading the percentage of students in the top three bands was 54.5%, which was lower than similar schools (65.5%) and the State average (70.4%).

In Year 3 Numeracy the percentage of students in the top three bands was 77.3% which was higher than similar schools (65.8%) and higher than State average (67.6%). In Year 5 Numeracy the percentage of students in the top three bands was 36.4% which was lower than similar schools (53.1%) and lower than State average (61.6%). In the area of NAPLAN Learning Gain Year 3-Year 5 our results were lower than those of similar schools. In Reading 10% of our students achieved High gain compared to 21% in similar schools. In Writing and Spelling 5% achieved High gain, compared to 16% and 18% respectively. In Numeracy 16% of our students achieved High gain, which was close to similar school figures of 19%, which was pleasing. Finally, in Grammar and Punctuation, 24% of our students achieved High gain which was above similar schools (18%). This was an excellent result.

Effective teaching and learning programs continued throughout remote learning using Seesaw as a platform for setting and assessing tasks. This also allowed for the provision of feedback to students regarding their learning and also celebration and encouragement. The response to Seesaw was positive from parents, students and staff and will therefore continue to be used by Garfield Primary School as a way to increase communication and strengthen the learning partnership between the school and family. Throughout remote learning, staff also used Webex as a way to connect with, and engage, students in their learning. Again, this has provided great scope for communicating with

families in the future if onsite attendance at school is a barrier for family engagement.

Our school review was held in 2020, which allowed for greater analysis of our historic achievement data. The findings from this review have provided us with clear focus points for our next School Strategic Plan. This focus will be on reducing inconsistencies and the variability of teacher instructional capacity (including the strengthening of assessment practices) which will see a stronger correlation between teacher judgements and NAPLAN results, and will also strengthen our Benchmark Growth in Reading and lift our achievement levels in all areas of Mathematics.

Our 2021 'Student Attitudes to School' survey results in 'Social Engagement' in particular 'Sense of Connectedness' was 73.1% for Garfield PS which was below the State (79.5%) and Similar school average of 76.5%.

Our 2021 'Student Attitudes to School' survey results in 'School Safety' in particular 'Management of Bullying' was a pleasing 77% for Garfield PS which was similar than the State average of 78.4% and Network schools (78.1%).

Engagement

We track student attendance using a third party program – SENTRAL. Teachers record attendance twice daily. Families are able to access this to advise of absence reasons. Letters are sent home regularly requesting explanations for unexplained absences. Student non-attendance is monitored through SENTRAL and includes being placed on an Individual Learning Plan if the level of non-attendance is reaching the threshold considered as chronic absence (30+). External services have been approached as required to ensure wrap-around supports are in place for families and students.

The average number of absence day per student at Garfield Primary School in 2021 was 17.1 which is higher than both similar schools (16.1) and the state average (14.7). The 4 year average for Garfield Primary School is 15.1, which is lower than similar schools (15.2) and higher than the State average (15.0).

The Attendance Rate by year level for 2021 was:

Year Prep - 92%; Year 1 - 90%; Year 2 - 92%; Year 3 - 94%; Year 4 - 92%; Year 5 - 88% and Year 6 - 93%

Other strategies that Garfield Primary School use to address student non-attendance include:

- * daily attendance alerts sent for absent students
- * weekly wellbeing meetings to case-manage individual students
- * contact between the family and the Principal to follow up on frequent absences
- * flexible and compassionate arrangements (in consultation with families and professionals as required) to facilitate a gradual return to school for students who are identified as having wellbeing concerns.

The engagement of Garfield Primary School students in remote learning programs was facilitated through the use of Seesaw and Webex. These mediums were also used to encourage student self-assessment and reflection on their learning behaviours, achievement and engagement. A limited on-site program operated for vulnerable or 'at risk' students (in line with Department and Government guidelines). The return to on-site learning was done in a supportive manner using the School Wide Positive Behaviour Support framework (school values and expectations) as well as the re-building of strong relationships between staff, students and families.

At Garfield PS we believe that excellence in teaching and learning augers well for improving and maintaining high attendance rates. We see teaching and learning strategies as integral in creating purposeful learning opportunities for all students. Maintaining a consistent approach to curriculum planning based on researched best practice and providing an assessment model that is real and ongoing assists in the engagement of all students. Clear Learning Intentions and Success Criteria ensure students are engaged and are being taught at their point of need, as determined by the data collected and analysed regularly through the PLTs.

Wellbeing

The health and wellbeing, in particular the mental health, of all community members was of paramount importance throughout 2021.

Staff, students and families at Garfield Primary School maintained a focus on the school values (I am safe, I am respectful, I am a learner) throughout remote learning, as well as the return to onsite learning in 2021.

The school offers wellbeing programs such as 'Aim for the Stars' as part of the Schoolwide Positive Behaviour Supports (SWPBS). This helped to provide opportunities for students to stay connected and engaged. We are fortunate to have a staff member to oversee the student wellbeing program and protocols. The Aim for the Stars program encourages students to develop and display positive learning and behavioural characteristics and act in the manner expected at the school, as well as in the wider school community. This framework contributes heavily to our school culture and provides students, staff and families with a consistent, research based approach to building positive behaviours throughout the school. Our school has been recognised for its work in this area at a Regional level and we will continue to refine and strengthen our approaches to ensure we are meeting the needs of our students each day. Positive teacher/student relationships are valued and fostered and are extremely important to us. The school has positive relationships with outside agencies to ensure students have access to required services.

While in the Remote and Flexible Learning mode, the health and wellbeing of students was monitored through Webex conferences with regular contact via email or telephone occurring each week.

Continuing to monitor and respond to the health and wellbeing of all staff, students and families will be a challenge faced by all schools and organisations in 2021. Early identification and intervention will be crucial to ensure the effects of COVID-19 are addressed. The weekly wellbeing (SWPBS) meetings proved to be an invaluable tool for maintaining a focus on the health and wellbeing of all community members throughout the 2021 school year and will continue to be embedded into the weekly practices of the school in 2022.

Finance performance and position

In 2021, Garfield Primary School has consolidated its strong financial position and has utilised stringent accounting procedures to ensure that all Department of Education requirements have been met. Through careful budgeting and financial management, Garfield Primary school has been able to continue to invest in the provision of quality learning programs in a vibrant and attractive school environment.

The school finished the 2021 year with a strong net operating surplus, despite the reduction in fundraising opportunities throughout 2021. Equity funding was utilised to continue resourcing a student welfare coordinator to ensure the focus on student health and wellbeing was prioritised. All cash budgets were monitored in regards to revenue and expenditure over the course of the year and School Council were well informed of the school's financial position through the School Council Finance Committee reports and the provision of monthly finance reports.

The surplus carried forward from 2021 will be used to further enhance the learning experiences for all children at our school, with a number of facility enhancements being considered by School Council and resource upgrades being planned throughout the school. A major building, construction and resurfacing project has been approved for the 2021 school year and will be jointly funded by the school and the VSBA. Garfield Primary School is also committed to the provision of Learning Tutors in 2022 (using the additional Government funding) to address the gap in student achievement levels due to the COVID-19 pandemic.

For more detailed information regarding our school please visit our website at
www.garfieldps.vic.edu.au

Draft

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 151 students were enrolled at this school in 2021, 67 female and 84 male.

0 percent of students had English as an additional language and 4 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

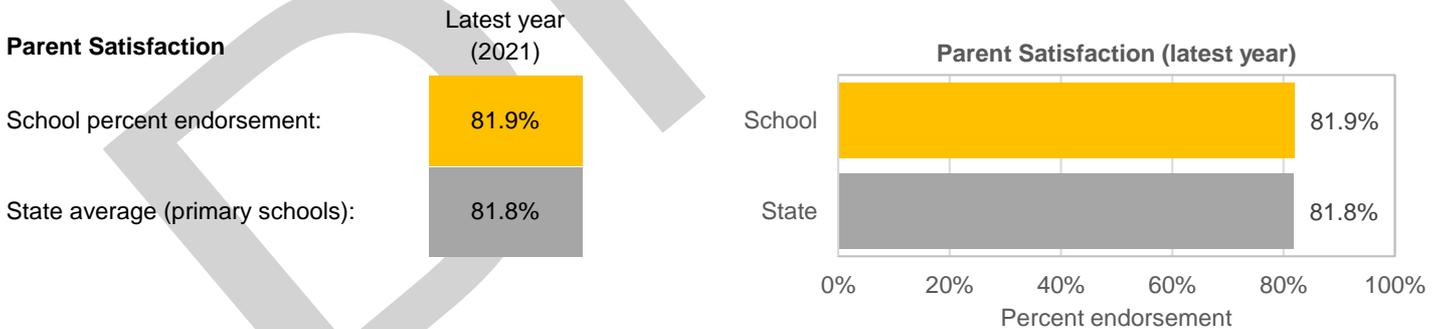
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

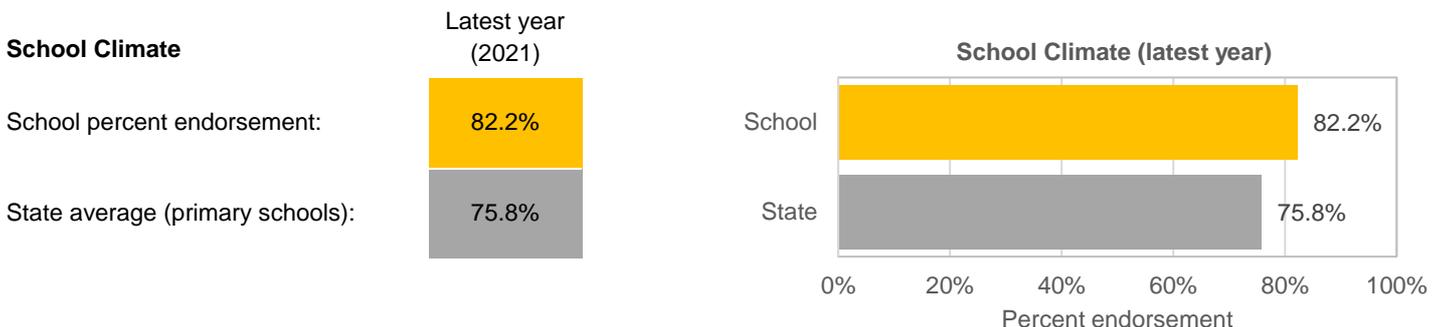


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

81.5%

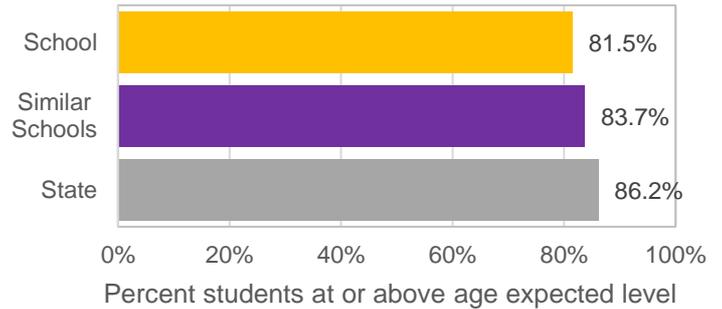
Similar Schools average:

83.7%

State average:

86.2%

English (latest year) Years Prep to 6



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

84.1%

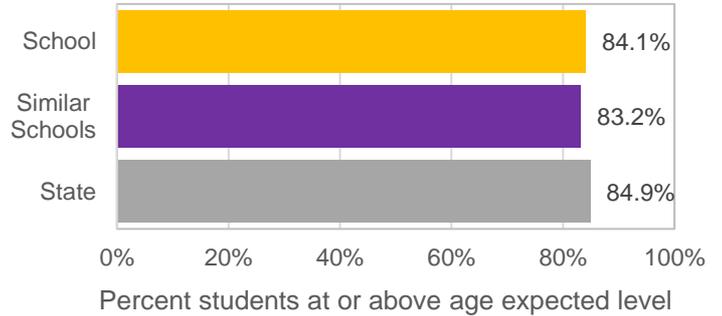
Similar Schools average:

83.2%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



ACHIEVEMENT (continued)

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

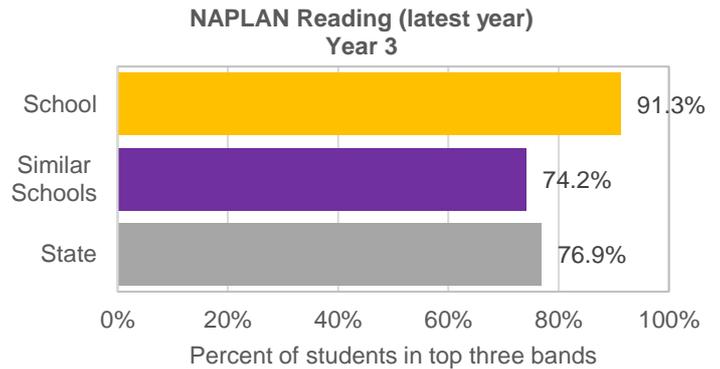
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

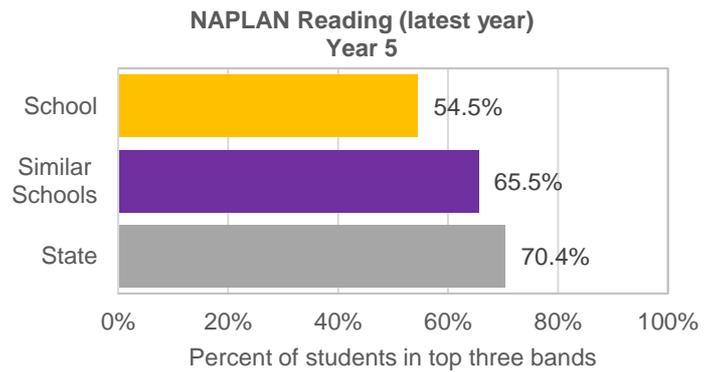
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	91.3%	71.9%
Similar Schools average:	74.2%	73.6%
State average:	76.9%	76.5%



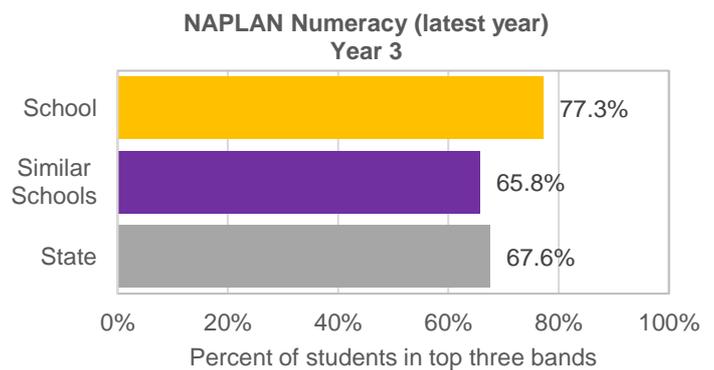
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.5%	57.1%
Similar Schools average:	65.5%	65.5%
State average:	70.4%	67.7%



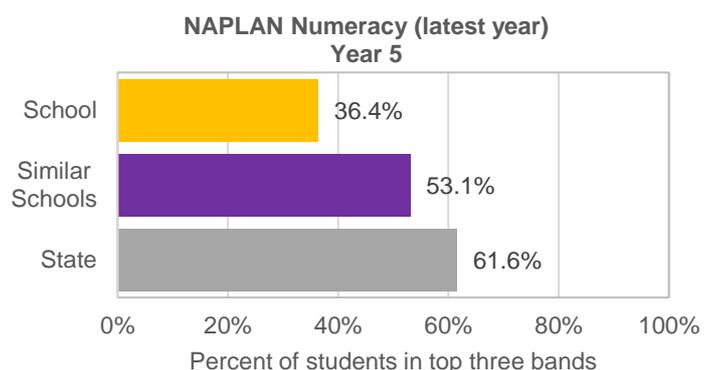
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	77.3%	61.7%
Similar Schools average:	65.8%	67.6%
State average:	67.6%	69.1%



Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	36.4%	48.2%
Similar Schools average:	53.1%	54.5%
State average:	61.6%	60.0%



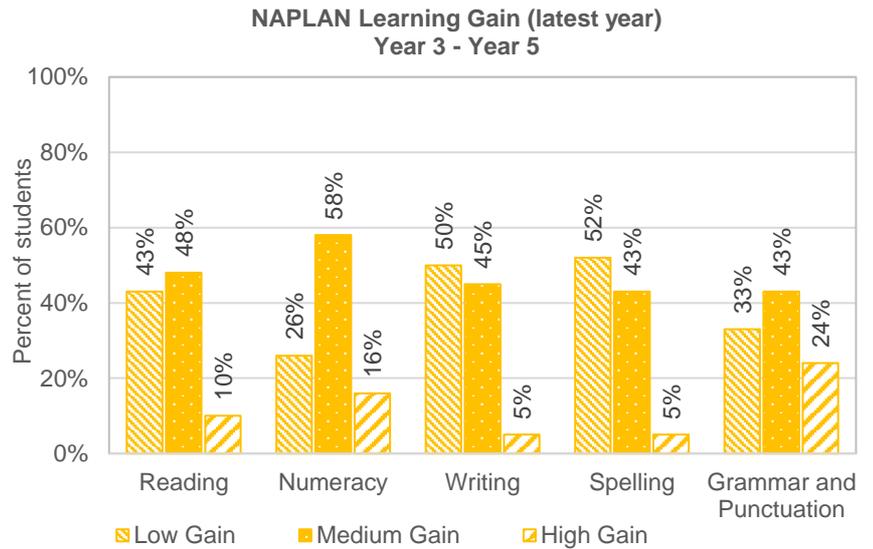
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	43%	48%	10%	21%
Numeracy:	26%	58%	16%	19%
Writing:	50%	45%	5%	16%
Spelling:	52%	43%	5%	18%
Grammar and Punctuation:	33%	43%	24%	18%



ENGAGEMENT

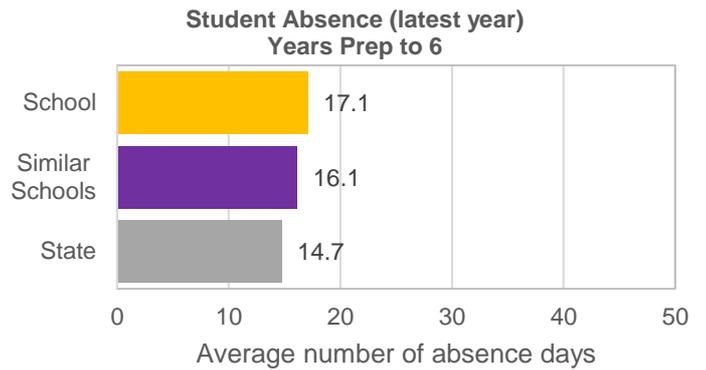
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students’ learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	17.1	15.1
Similar Schools average:	16.1	15.2
State average:	14.7	15.0



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	92%	90%	92%	94%	92%	88%	93%

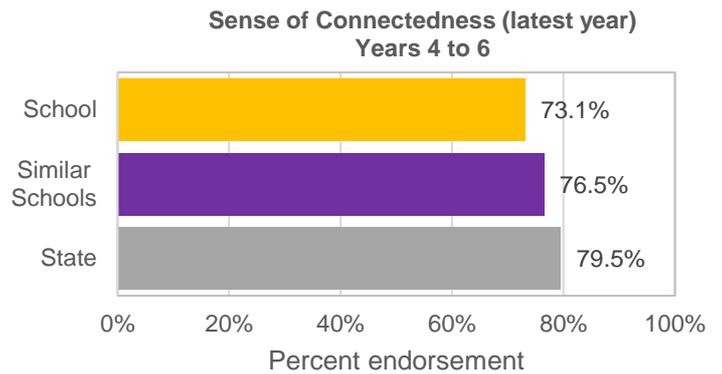
WELLBEING

Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	73.1%	78.6%
Similar Schools average:	76.5%	77.7%
State average:	79.5%	80.4%

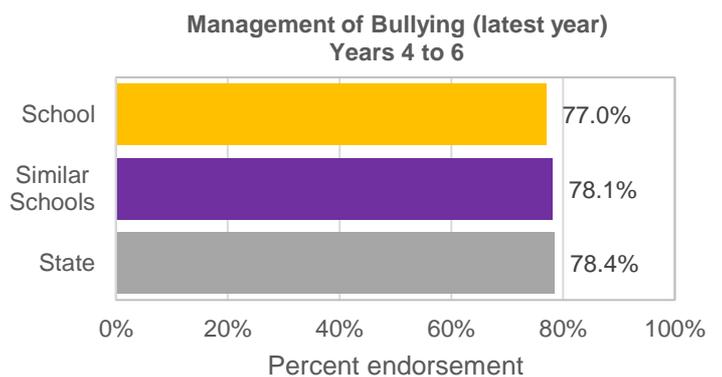


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	77.0%	80.0%
Similar Schools average:	78.1%	79.3%
State average:	78.4%	79.7%



Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$1,338,562
Government Provided DET Grants	\$228,913
Government Grants Commonwealth	\$6,637
Government Grants State	\$0
Revenue Other	\$1,821
Locally Raised Funds	\$33,899
Capital Grants	\$0
Total Operating Revenue	\$1,609,832

Equity ¹	Actual
Equity (Social Disadvantage)	\$63,352
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$63,352

Expenditure	Actual
Student Resource Package ²	\$1,290,501
Adjustments	\$0
Books & Publications	\$0
Camps/Excursions/Activities	\$10,391
Communication Costs	\$1,776
Consumables	\$33,487
Miscellaneous Expense ³	\$11,627
Professional Development	\$776
Equipment/Maintenance/Hire	\$33,663
Property Services	\$29,763
Salaries & Allowances ⁴	\$11,936
Support Services	\$45,542
Trading & Fundraising	\$5,745
Motor Vehicle Expenses	\$123
Travel & Subsistence	\$0
Utilities	\$15,347
Total Operating Expenditure	\$1,490,676
Net Operating Surplus/-Deficit	\$119,156
Asset Acquisitions	\$16,050

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$396,617
Official Account	\$9,889
Other Accounts	\$0
Total Funds Available	\$406,507

Financial Commitments	Actual
Operating Reserve	\$29,564
Other Recurrent Expenditure	\$1,904
Provision Accounts	\$0
Funds Received in Advance	\$29,169
School Based Programs	\$2,986
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$10,949
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$111,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$185,572

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.